



Kendall students and others view the works of author/illustrator David Macaulay in Kendall Gallery, the only D.C. stop on a national tour. (BELOW) Also viewing the exhibit are new Board of Trustees members Dr. Carol Padden, John Yeh, and Ken Levinson.

## Senate to study scheduling forum

Gallaudet President King Jordan addressed the University's Faculty Senate on Feb. 19 about setting aside a day for a campus-wide forum to discuss the issue of communication.

The senate, while endorsing the concept, had reservations concerning Dr. Jordan's suggestion that classes be cancelled for a day to hold the forum.

Jordan first expressed the idea for a day-long forum for faculty, staff, and students in a Feb. 7 memorandum to the campus community. At the senate meeting, he indicated that a forum might be held this spring to give campus community members an opportunity to air their perspectives and could help clarify the University's policy on the matter.

The general opinion of the senate, however, was that a study should be made for scheduling such an important event. Many senate members expressed reluctance to have class schedules altered, and some said that the forum should be held on a weekend day, or postponed until the fall.

Senate Chairman William Marshall appointed senate members Dr. Marshall Wick and Dr. Mike Kemp to study the academic calendar and suggest a possible date for the forum.

On another topic, the senate charged Committee C (Faculty-Student Affairs) with appointing a task force to make recommendations on the New Faculty Orientation program. The action followed a report of an ad hoc committee of the senate, charged with investigating the summer program for new faculty members, that expressed a number of concerns about the program, particularly in the area of communication.



## Lobbyist says education must become national priority

The United States' standing as a major world power is not reflected in its quality of education, according to a prominent education lobbyist who spoke at Gallaudet Feb. 13, pointing to a recent Economic Policy Institute report ranking the U.S. 14th out of 16 countries, based on the percentage of Gross National Product spent on K-12 education.

"We put our money where we put our values," Nicholas Penning, director of legislation for the American Association of School Administrators (AASA), told the Gallaudet chapter of Kappa Delta Pi, an honorary education society. And that, he says, must change.

Policy makers must be willing to make a real commitment to education, said Penning. "It will require changing attitudes toward educators and

## Board approves new master plan, tuition assistance increase for kids

The Gallaudet University Board of Trustees, meeting on campus Feb. 14 and 15, took action on several items, including approval of an increase in tuition assistance for children of employees and acceptance of a new master plan for the University.

The revised policy, Tuition Assistance for Employees' Children, raises assistance from \$10,000 to \$14,000 per employee and allows the money to apply not only to tuition but also to on-campus room and board. Assistance is available for dependent children of employees who have five or more years of continuous service, if the children enroll in accredited undergraduate college degree programs or postsecondary vocational programs.

The board approved a new master plan for Gallaudet. The plan, which will help set the direction of Gallaudet University for the next five years, has been under development for more than a year and is a revision of Gallaudet's Strategic Plan (Mission and Goals), developed in 1985. The new plan should be printed and distributed on campus in about a month.

Sabbaticals for spring semester, 1991, were approved for the following people: Melvia Nomeland, Sharon Wood, Marcia Freeman, and Linda McCarty from Pre-College; Dr. Catherine Andersen, Dr. Barbara Hardaway, and Florence Vold from the School of Preparatory Studies; Dr. Patrick Brice and Dr. Judith Johnson from the School of Education and Human Services; and Dr. Michael Miller and Dr. Diane O'Connor from the College of Arts and Sciences.

Rex Lowman was reappointed to the Graduate Fellowship Fund committee,

a joint Gallaudet/Gallaudet University Alumni Association project that awards fellowships to deaf doctoral students.

President King Jordan reported that information on Fiscal Year 1991 federal appropriations is now public with the release of President Bush's budget. The total recommended for Gallaudet is \$74 million—\$70.5 million for operating expenses, \$1 million for the matching endowment, and \$2.5 million for renovation of Hall Memorial Building.

Board Chairman Philip Bravin reported that the Committee on Resources heard a presentation by John Grenzebach and Associates, a firm hired, in part, to analyze Gallaudet's readiness for a major fundraising campaign. The group recommended that Gallaudet not move ahead with a major fundraising campaign at this time.

The firm also did an external study, said Bravin. They found that "the image of Gallaudet is not as strong and as positive as it should be." They recommended that fundraising priorities needed to be defined and that the Board of Trustees should play a lead in fundraising.

Congressional board member Steve Gunderson (R-Wisc.) spoke of his recent visit to Israel. While there, he met with a Gallaudet graduate who was chairman of the Israeli Association of the Deaf and toured the Israeli School for the Deaf in Jerusalem, which has both Israeli and Palestinian students. Today there are only three sign language interpreters in the country, said Gunderson, who suggested that Gallaudet consider developing programs for international interpreters.

education."

Penning, one of a select few educators invited to President George Bush's Education Summit held with state governors in Charlottesville, Va., last fall to help set directions for American education, used the summit as a topic for his lecture.

The AASA agrees with the goals of the summit, said Penning—primarily, that by the year 2000 all children should have the necessary background to make them "ready" to enter school, and that parents need to take a more active role in educating their children. But he said that the summit itself probably represents no more than a "small gain" toward improving education nationwide.

Penning said that the president's administration truly needs to make educa-

tion a national priority.

Educators need to take the initiative to make demands directly to their legislators about important changes in education, he said, but they should also assert themselves in their own schools. He said that policies need to be established encouraging more cooperation among teachers and between teachers and students.

During the evening, 26 new members were initiated into Kappa Delta Pi, which was formed nationally in 1911 and established at Gallaudet in 1984. Members of the society are required to have a high grade point average and pursue a career in one of the education professions.

Questions about the Gallaudet chapter may be directed to Namati Katungu, president, or Dr. David Martin, chapter counselor.



## Faculty, staff respond to survey

Deaf employees who responded to a recent survey were split in their views about whether Gallaudet should have a communication policy requiring American Sign Language (ASL) to be used for teaching, while both hearing and hard of hearing employees turned thumbs down to the idea.

A total of 110 people—65 staff and 45 faculty—responded to the sign communication survey that appeared in the Jan. 29 *On the Green*. Of the respondents, 63 were hearing, 39 were deaf, and eight were hard of hearing.

A slight majority of deaf respondents—21 to 17—favored an ASL communication policy. Hearing respondents were largely opposed to such a policy—54 to 7—as were hard of hearing people—6 to 1.

Results of the survey, printed below,

can in no way be considered the "official" opinion of Gallaudet's 1,400 faculty and staff since not everyone responded. Also, not all respondents answered each question.

Although many respondents expressed preferences for particular methods, most commented that any communication policy should be open and flexible—whatever works the best, meets individual needs, and helps students function in the world.

A large majority of respondents, both deaf and hearing, felt that it was possible for hearing people to become relatively fluent in ASL. Many qualified their answers, however, by adding that it depends on the individual and also requires intensive training.

Comments from respondents can be found on the next page.



Sign Language Survey Results							
QUESTIONS	FACULTY			STAFF			TOTAL
	Deaf	Hearing	Hard of Hearing	Deaf	Hearing	Hard of Hearing	
<b>Number of respondents</b> .....	19	23	3	20	40	5	<b>110</b>
<b>I work at:</b>							
Gallaudet University.....	10	17	1	13	33	5	<b>79</b>
Model Secondary School for the Deaf.....	3	2		3	2		<b>10</b>
Kendall Demonstration Elementary School.....	2	2	3	1			<b>8</b>
Northwest Campus.....	2	2		3	4		<b>11</b>
<b>I have worked at Gallaudet for:</b>							
Under 5 years.....	3	6	1	9	17	1	<b>37</b>
5-10 years.....	6	7	2	5	11	2	<b>33</b>
11-20 years.....	7	5		5	10	1	<b>28</b>
Over 20 years.....	2	5		1	1		<b>9</b>
<b>My preferred method of sign communication is:</b>							
American Sign Language (ASL).....	7	3	1	5	2		<b>18</b>
Pidgin Sign English (PSE)—or some combination of ASL and English, using English word order.....	6	15	1	10	32	4	<b>68</b>
Signing Exact English (SEE).....	1	4			1	1	<b>7</b>
Other or some combination of the above.....	5	1	1	5	3		<b>15</b>
<b>I think that students at Gallaudet should be taught using:</b>							
ASL.....	9	2	1	8	3	1	<b>24</b>
PSE.....	2	7		7	11	2	<b>29</b>
SEE.....	1	1		1	2	1	<b>6</b>
Whatever individual teachers prefer.....	2	3			4		<b>9</b>
Whatever most students prefer.....	5	1	1		13		<b>20</b>
Other or some combination of the above.....		8	1	3	7		<b>19</b>
<b>If a faculty member, I now teach using:</b>							
ASL.....	8	2	1		1		<b>12</b>
PSE.....	4	10			8		<b>22</b>
SEE.....	1	1					<b>2</b>
Interpreter.....							<b>0</b>
Other or some combination of the above.....	6	7	1		1		<b>14</b>
<b>If a faculty member, most of my students communicate in the classroom by using:</b>							
ASL.....	10	2	1		2		<b>15</b>
PSE.....	4	11			5		<b>20</b>
SEE.....							<b>0</b>
Other or some combination of the above.....	5	7	2		3		<b>17</b>
<b>If deaf, are you a native ASL user?</b>							
Yes.....	8		2	12			<b>22</b>
No.....	9		1	8			<b>18</b>
<b>If hearing, do you feel that the Department of Sign Communication provides adequate and appropriate sign language training for both faculty and staff?</b>							
Yes.....		5			10		<b>15</b>
No.....		16	1		25	2	<b>44</b>
<b>Should faculty members' salaries be affected by their ability to sign well?</b>							
Yes.....	14	10	2	17	26	2	<b>71</b>
No.....	3	12	1	2	6	3	<b>27</b>
<b>Do you think it is possible for hearing people to become relatively fluent in ASL?</b>							
Yes.....	16	12	1	13	27	1	<b>70</b>
No.....	2	6	2	6	8	4	<b>28</b>
<b>Should Gallaudet have a communication policy requiring that ASL be the "official" language for classroom teaching at Gallaudet?</b>							
Yes.....	10	3	1	11	4		<b>29</b>
No.....	8	20	1	9	34	5	<b>77</b>



# Sign communication issue on campus draws strong opinions

No matter what position one takes, the issue of sign communication at Gallaudet has sparked strong opinions from Gallaudet faculty, staff, and students.

Many faculty and staff who filled out *On the Green's* survey on signing preferences also wrote extensive comments. What follows is a representative sampling, including comments from some people who asked to remain anonymous.

These comments came from people who said "yes" to the question of whether Gallaudet should have a communication policy requiring that ASL be the "official" language for classroom teaching at Gallaudet:

- "We have tried everything but ASL. Why not give it a chance and we can decide whether ASL benefits everyone or not in five years? We did it with . . . others, and they all failed." —Rachel Stone, KDES, deaf faculty.

- "New faculty members should be given interpreters until they reach an acceptable level of signing." —Lynn Jacobowitz, Gallaudet, deaf faculty.

- "Like English, ASL should not have subcategories. ASL is defined as the language most deaf people understand. But at Gally we'd use more fingerspelling and English. We'd also have more flexibility." —Dr. Yerker Anderson, Gallaudet, deaf faculty.

- Gallaudet keeps faculty who are not good at expressive and receptive ASL. Why should students suffer for hearing professors who don't sign well or don't understand receptive sign language? —MSSD, deaf faculty.

- "We are here for students; therefore, we must know how to use both ASL and signed English." —Jean Boutcher, Northwest Campus, deaf faculty.

- "Since any type of English signing system (with the exception of Cued Speech) borrows from the ASL lexicon and incorporates principles such as directionality and use of space from ASL, it is obvious that it is first necessary to know ASL in order to borrow from it. Learning ASL provides a variety of options for effective communication." —Betsy Winston, Gallaudet, hearing faculty.

- "Regardless of all the controversy, from my experience as a teacher of young deaf children I have seen firsthand the benefits of using ASL and the ineffectiveness of all the other 'sign systems.'" —KDES, hearing faculty.

- "ASL and English should be the official languages for classroom teaching at Gallaudet. English should be written or spoken with an ASL interpreter. No one should tamper with these two languages. . . . We need to get rid of all these confusing terms like PSE, SEE, SimCom, etc., and start using more common terms that apply to languages such as individual styles, accents, dialects, fluency levels." —Ellie Korres, Gallaudet, deaf staff.

- "It burns me up when people say that the Linguistics Department's guidelines are political. The Linguistics Department is not a political body. It is a body of scientists. The point is that traditional systems of oppression are frequently based on a broad foundation of ignorance. Thus the findings of researchers and the demands of civil rights advocates frequently coincide." —William Robertson, Gallaudet, hearing staff.



The following comments are from people who are opposed to a formal ASL communication policy at Gallaudet:

- "Very few of our students will obtain employment in an ASL environment and therefore need to learn and practice English as much as possible. Also, many students do not know any signs or ASL and need to be taught both." —Janet Hoke, Gallaudet, deaf faculty.

- "In order to meet the diverse communication needs and preferences of students attending Gallaudet, each faculty member should demonstrate competence in the use of common sign communication modalities . . . and also demonstrate a high degree of fluency in the receptive and expressive use of ASL. . . . No student should ever be expected or required to alter his/her language (ASL or English) or preferred modality (e.g. PSE or SSE) because of the inability of a faculty member to converse in the former or the latter." —Jay Innes, Gallaudet, deaf faculty.

- "KDES should be looked at separately. Likewise for MSSD and

Gally. Needs and preferences of parents and students must be considered in conjunction with the administration's and faculty's sentiment." —KDES, hearing faculty.

- "I don't know [what Gallaudet's communication policy should be], but it should be decided on the basis of a study of evidence, not based on politics or tradition. This debate is historic and necessary. Let's not trivialize it with personal animosities." —Dr. Virginia Gutman, Gallaudet, hearing faculty.

- "I am pleased with the way the Faculty Senate is approaching the solution to the whole issue. There is not one way and the only one and effective way of teaching deaf people. Using ASL is one of them, using SEE, SimCom, the philosophy of Total Communication, and ALL other means that respond to particular individuals are some of the ways." —Gallaudet, hard of hearing faculty.

- "The University should recognize and stress the use of ASL but not require it as the only way to communicate. I've always thought most hearing people look like fools when they try using ASL. Only exceptions are able to learn—most of them embarrass me!" —Bridgetta Bourne, Gallaudet, deaf staff and former student leader.

- "Every member of the community should respect the communication methods of the person(s) with whom they wish to communicate and adjust their signs, fingerspelling, gestures, etc. accordingly." —Gallaudet, deaf staff.

- "We have students with a wide array of communication skills, and we need to be flexible to meet their needs." —Northwest Campus, deaf staff.

- "Students, staff, and faculty should make good communication the goal, not ASL or PSE or SEE." —Gallaudet, hearing staff.

- "If deaf people want equal opportunity in the work world, they have to be able to read and write English correctly. Too many of today's graduates

write a broken ASL/English that will only hurt them in the work world. ASL is a wonderful language for the early grades and for a lifetime of social relationships, but . . . without good English skills, deaf people can say goodbye to equal opportunity in the United States." —Gallaudet, hearing staff.

- "Gallaudet is home to a variety of students from a variety of backgrounds. Some students use ASL, some use SimCom, some use PSE. Some students depend upon hearing aids and speechreading exclusively in the classroom. . . . We need flexibility to meet the needs of all the students. . . . Many of our students function as hard of hearing. Many of these students feel discriminated against. Imagine how it must feel to enter a classroom where the new teacher refuses to voice because s/he was told not to by other people on campus. . . . I'm tired of students telling me that they sneak their hearing aids on when out on externships or out on the town and then take them off and turn off their voices when on campus. That's ridiculous. Students should feel comfortable here, no matter if they are hard of hearing or deaf." —Gallaudet, hearing staff member who also teaches.

- "I am a foreigner who immigrated to America 15 years ago. I have my own native language. However, to be able to integrate myself into the American society . . . I had to understand fully what was being said—orally or in print—by the majority in the society. How could I expect English-speaking people to learn MY native language so that I could be understood? . . . How many people outside Gallaudet can sign, much less understand ASL? If we want to turn out graduates who can function and assimilate successfully outside our grounds, shouldn't we give them a sampling of what to expect while they are still on campus? Or do we actually expect the rest of America to learn ASL?" —MSSD, hearing staff member who also teaches.

## Respondents criticize teaching of sign language here

*On the Green* also received many comments about the teaching of sign language on campus. Forty-four out of the 59 hearing and hard of hearing people who answered the question felt that the Department of Sign Communication did not provide adequate and appropriate sign language training. Here are some responses:

- "Staff are not encouraged to get sign training (due to no requirements). That needs to change." —Gallaudet staff.

- "New teachers are not given adequate time to develop their skills." —MSSD faculty.

- "Faculty are simply not prepared to move into the classroom as they once were. There are no longer classes in PSE available to help faculty and staff. We need them." —Gallaudet faculty.

- "Their bias toward ASL is very evident. They don't provide a variety of options." —Gallaudet faculty.

- "The current emphasis on ASL scares and intimidates hearing people who are struggling to learn a new job AND a new language. When I started at Gallaudet almost five years ago, the members of my beginning sign classes signed awkwardly, but we signed. We

learned basic survival signs in PSE and gradually became more fluent. In contrast, *three* people who have joined my department since the sign language emphasis shifted to ASL are simply *not able to sign*. They are overwhelmed by the vast difference between ASL and English and are afraid to even try. I believe that knowledge and use of ASL by hearing people is better developed by first teaching them PSE." —Gallaudet staff.

- "We (the Gallaudet community as a whole) could do a better job of teaching ASL to both faculty and staff. We could use more sign language classes, more class locations . . . more recognition that many people labeled 'staff' have a lot of student contact and (like myself) teach . . . more attention to helping PSE users shift toward ASL, longer and more continuous classes, and a thoughtful, well-organized, consistent, sequential curriculum for sign language instruction—instead of 'curriculum' based on the political inclinations of the instructor." —Dr. Bette Landish, Northwest Campus teaching staff.

- "Northwest Campus is often left out when sign classes are offered." —Northwest staff.

- "I haven't taken a class for a while

because five of the past six courses I took required substantial homework. Like many other Gallaudet employees, my time away from work is limited and filled with other responsibilities. Three of my co-workers also refuse to take more sign classes because they have no time to do homework. If sign classes didn't have homework, enrollment would increase and staff would become better signers." —Gallaudet staff.

- "I am not a faculty member, but I did participate in the New Faculty/Professional Staff orientation program in 1988-89. My experience, while not solicited by the committee, was far more positive than that reflected by the committee's report to the Faculty Senate . . . Learning occurs in a variety of settings . . . Since when do we only blame the teacher if learning does not occur as expected?" —Rebecca Forsman, Gallaudet staff.

A few deaf employees also answered the question about sign language classes. Several said that more ASL instruction was needed, and one noted that "deaf faculty and staff should be offered classes, too, with different emphasis."





Former custodian Earlen Cunningham, who received the Custodian of the Year award in 1984, has been promoted to the position of Service Center coordinator within the Physical Plant Department. She will be answering incoming service calls.

## Northwest Campus helps homeless

What started as a class project for students in the Associate of Applied Sciences degree program at Gallaudet's Northwest Campus made the Christmas holidays brighter for numerous lesser fortunate families in the Washington-Baltimore area.

Although the season of giving is becoming a distant memory for most people, letters of appreciation from organizations serving homeless and poverty-level people are still arriving at the Northwest Campus, thanking the community for its generosity in collecting food, clothing, and toys for distribution at Christmas.

Students taking Dr. Bette Landish's class, "Introduction to the Modern World," a course designed to present an overview of contemporary social, political, and economic issues, were studying the nation's homeless plight and decided to use the theme for a class project.

Just after Thanksgiving, the students organized a collection drive for Northwest Campus faculty, staff, and students, to collect goods that would be beneficial to poor people. It didn't take long for the entire campus to get into the spirit, bringing in canned food, clothing, and toys.

"We were overwhelmed with contributions!" said Landish. "Every day I passed the collection point in the main [building] hall and there were cartons

and cartons of things."

So much was collected, in fact, that distributing the goods became a project in itself, and Mike Wallace, director of Student Life, took on the task of driving carloads of items to area centers serving poor and homeless people.

Landish said that she was pleased that the project reflected the generosity and support of the Northwest Campus community, and added that "as a teacher, I was pleased to see action develop out of learning."

## Announcements

President King Jordan will present his State of the University address on Wednesday, Feb. 28, at 4 p.m. in Elstad Auditorium. Dr. Jordan's address was originally scheduled for Feb. 21, but had to be postponed due to a change in dates for his congressional testimony.

A Book Share, featuring exhibits of textbooks, instructional materials, books, and research information, will be held at the Main Hall lounge at the Northwest Campus on Tuesday, March 6, from noon to 4 p.m. Refreshments will be served. The event is sponsored by the campus' Curriculum Committee and English Department.

"Leadership and Empowerment: A Seminar for Young Deaf Adults," will be presented by the National Academy on Saturday, March 24, from 8:30 a.m. to 5:30 p.m. in Room LN11 of the Merrill Learning Center. Leaders in business, media, psychology, national advocacy, and government will present topics such as community involvement, leadership styles, developing listening skills, and setting personal goals. The event will be followed by a National Association of the Deaf reception. Registration is \$30 in advance (by March 19) and \$35 at the door. For more information contact Bridgetta Bourne, x5096 (V/TDD).

The National Academy's Professional and Community Training Program is co-sponsoring a national conference on "Empowerment and Black Deaf Persons" April 6-7 in the Bronx, N.Y. Registration is \$120. For more information, or to register, send a check or in-

Robert Herbold, assistant director of Computer Services, is responsible for the new Information Systems Department within Computer Services. The department was formed by combining the Academic Applications and Business Applications Departments. Its staff members will analyze, develop, test, and implement administrative computing projects. George Dyer is a senior technical contributor to the new department.

Dr. Lottie Riekehof, professor in the Department of Sign Communication, recently gave a workshop on "The Joy of Religious Interpreting" to 125 interpreters in St. Augustine, Fla. The workshop was sponsored by the Gallaudet University Southeastern Regional Center at Flagler College in St. Augustine.

Dr. Stephen Chaikind, associate professor of economics in the School of Management, co-authored the paper, "Time Allocation Patterns of Teachers in Public and Private Schools: 1984-86," which recently served as the basis for an article in the Feb. 7 edition of *Education Week*. Chaikind's paper showed that elementary and secondary school teachers spend an average of more than 50 hours per week in school-related work activities, with only 50 percent of this time in the classroom.

terdepartmental invoice to the National Academy, or contact Pat Johanson, x5066 or E-Mail PLJOHANSON.

"The Entrepreneurial Mind," a program that is part of the continuing series of small business seminars at the Gaithersburg Regional Library, 18830 Montgomery Village Ave., will be presented March 6 at 7 p.m. All programs in the series are sign interpreted.

### Let the buyer beware

If someone stops you while you are leaving Kendall Green at the end of your work day and tells you that your wheel is loose but he can fix it, be careful—it's probably a scam.

Deborah Hoose, administrative secretary with Communication Arts, reports that such an incident happened to her the evening of Feb. 15 as she was leaving campus. After exiting Gallaudet by the MSSD gate onto 6th Street, a man frantically waved her down and told her that her right wheel was loose. He said he was a certified mechanic and offered to remedy the problem for \$40.

Hoose said she would have accepted the offer but didn't have the money with her, and the man would not accept a raincheck. When she drove to a service station and had her wheel checked, she found that nothing was wrong. Moreover, she later discovered that two other friends who live near Gallaudet had the same thing happen to them, with apparently the same man.

"He's running a scam and ripping people off for \$40," Hoose said.

Betsy Kipila, coordinator of Cued Speech, and Barbara Williams-Scott, instructional materials specialist, both of the Department of Audiology and Speech-Language Pathology's Cued Speech Team, taught at a workshop held Feb. 7-9 in Wrightsville Beach, N.C. Kipila taught a beginner cueing class and Williams-Scott taught a Cued Speech transliterator class. The workshop, "Educational Strategies: Literacy and Spoken Language for the Hearing Impaired," was sponsored by the North Carolina Cued Speech Association.

Kelly Butterworth, Class of '87, a photographic assistant in the Department of Publications and Production, won first place in the Eastern Deaf Skiers Championship Women's Giant Slalom at Mount Snow, Vt., on Feb. 10. Butterworth will leave Gallaudet at the end of February to begin a position with a Rhode Island photography company.

## Classified Ads

**CLASSIFIED ADS** are printed free as a service to Gallaudet faculty and staff. They must be submitted in writing only to *On the Green*, MSSD, Room G-37. Ads may be run for a maximum of two weeks, if requested and if space permits. The deadline for submitting advertisements is Friday, 10 days before the desired publication. Ads received by Friday, March 2, will appear in the March 12 issue.

**FOR RENT:** Sublet sunny, furnished efficiency apt. in NE D.C. June-July, convenient to Kendall Green, \$500/mo. Contact Kathy McClelland by campus mail at SHS.

**WANTED:** Babysitter for 5-mo.-old boy, afternoons and eves., must be committed and able to give lots of love and attention. Call Kathy, x5820, or x5411.

**FOR SALE:** Leading Edge computer system w/20M hard disk, one 5 1/4 in. disk drive, serial and parallel ports, high resolution monochrome monitor, \$700/BO. Call x5110.

**FOR SALE:** Mini-blinds, 97W x 58L, 78W x 48L; vertical 77W x 81L w/valance; all neutral taupe. Call x3116, or 249-2675 (V/TDD) eves.

**WANTED:** 1-2 mature nonsmokers for master BR w/loft and private bath in 3-BR townhouse in Va., share w/2 women, garage, 2 fireplaces, must like cat and ferrets, \$330/mo./single or \$225/mo./each if 2 share. Call Krissy, 739-7002 (TDD) days; Topsy, 697-4505 (TDD) days; or 643-0811 (TDD) after 6 p.m.

**FOR SALE:** Twin-size Sealy box spring mattress set w/Harvard-style metal bed frame, exc. cond., \$75. Call Dick, x5550.

**FOR SALE:** Portable washer and dryer, 2 yrs. old, good cond., uses standard 120 volts, \$550/BO for both. Call Troy or Rhonda, x5151, or 794-8711 (TDD) eves.

**WANTED:** Nonsmoker to share 3-BR, 2-bath condo w/patio in Arlington, Va.; pool, tennis, basketball, softball park/picnic area; walk to exercise center, P.O., library, shopping, restaurants; 5-min. drive to Natl. Airport; 10-15 min. drive to Kendall Green; bus at corner goes directly to Pentagon Metro; avail. immediately, \$325/mo. plus 1/3 util. Call Del, x5058, or 998-0470 (TDD) eves.

## Job Openings

**Some of the advertised positions may already be filled.** The list below includes only new staff and faculty openings and does not represent all jobs available. To get a recorded message describing the complete list, call x5358 or x5359 (TDD).

**CABLE TECHNICIAN:** Technical Support Services



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Todd Byrd  
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